**Directorate of Education / Tulkarm**

**A daily Lesson Plan 2020/2021**

**English Language**

**School: Baqa Basic Boys' School Teacher: Raslan Jaber**

**Semester : 1st**

U :1 Date from :-----------------To :------------------- Class : 1st

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| **To** recognize greeting words To recognize characters’  names **To** recognize these  *,* phonemics sounds *s, a, t, p,*  To learn the direction of writing | U.1\ Period 1 TBP 12  Introduction:  **Presentation**: greeting. words \ Pupil’s Book characters  **Phonemic awareness***: s, a, t, p, h*  **Practice** : **Listen and find**  Listen and say **Trace and find. Say.** | where the  characters are (use Arabic). children  d raw several wavy lines in the air from  left to right. | Period 1  Section A  Section **B** |
| To practice greetings To recall these phonemics sounds *s, a, t, p h*  To practice  directionality for writing | U.1\ Period 2 TBP 14  **Introduction Recalling characters'’**  **names**  **Presentation: formal greeting**  **Phonemic awareness*: s****, a, t, p,*  **Practice** : Say and match.  Listen and say.  Trace  **Sing** | Eliciting the characters’  Names | Period 2  Section A  Section B |
| To practice greetings To recall these phonemics sounds *s, a, t, p h*  To practice  directionality for writing | U.1 Period 3 TBP 16  **Introduction:** Recalling characters’  names  **Presentation: What’s your name?** *Phonemic awareness: s, a, t, p, h*  Practice: Listen and say.  Trace and find. Say. | Checking that the children are on the page eliciting character names. | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 1 Poster,

Flashcards (Unit 1)

*Princi*pal's notes------------------------------------------------------------------------

Supervisor's notes:---------------------------------------------------------------

U : 1 Date from :--------------------To :--------------------- Class : 2nd

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |

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| To talk about one own age  To introduce one self and ask someone’s name  To recall greeting words To recall number 1-10  To recall these phonemics sounds *, f, s, n, th* | U.1\ Period 1 TBP 12  **Introductio**n ; Recalling characters names  **Presentation** number words  To asks about age  **Phonemic awarenes**s: *t, f, s, n, th*  **Practice**: Listen and find.  Listen and say+  Listen and say | *Who’s this?*  What's your name?  *How many balloons?* | Period 1  Section A  Section B |
| To talk about their own age.  To say how old other people are To recognise these phonemics sounds  *a/A* and *c/C*:.  . | **U.1 Period 2 TBP 13**  **Introduction:** Recalling characters Presentation: Introduce girl and boy.  Phonemic awareness: A, a c C  **Practice**  **Circle and write.**  **Circle** | *Who’s this? How old are you The name is …?*  *The sound i*. | Period 2 Section A  Section B |
| To talk about their own age.  To recognise these phonemics sounds a/A and c/C:. | U.1\ Period 3 TBP 16  Introduction :Recalling characters Presentation: Introduce girl and boy.  T. asks about age  Phonemic awareness: A, a c C  Practice: Draw and write. Circle.  Trace and write  Play. Count 1–10, | Who’s this? How old are you The name is …?  The sound is …? | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 1 Poster, Flashcards

Principal's notes---------------------------------------------------Supervisor's notes:---------------------------------------------------------------------------

U : 1 Date from :-------------To :------------- Class : 3rd

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To recognize the new characters.  To ask and  answer questions about yourself  To recall greeting words | U.1 Period 1 TBP 12 Introduction *boy*, *girl*, *Bethlehem*, clothes, colours). Presentation: introducing the new characters  Language building.: *What’s / your / name / ? / How / old / are*  Practice: Read Listen and write.  Read and match  Say. | *What can you see?*?  *How many children ? How old are you?* | Period 1  Section A  Section **B** |
| To find out and give information about  another person  To practice Key language *What’s his/her name? His* | U.1 Period 2 TBP 14 Introduction recalling the character names, *boy*, *girl*, clothes, colours  Presentation: give information about another person  Language building  *What’s /his/her*  *name?*) and *is / he / she* (r *How/ old/ is/ he/she?*)  Practices : Read and match write and s ay  ***Find***.  ***Draw*** *and* ***write****.*  Listen and write. | *Where are you from?*  *How old are you?* | Period 2  Section A  Section B |
| To review character names To describe people To practice using colures to describe people | :U.1 Period 3 TBP 16 Introduction ; recalling the character names, *boy*, *girl*, clothes, colours Presentation: give information about another person  Language building  *He / She / has / brown / hair / and / green*  Practice: Say.  Read and circle.  Write. Say.  Write in your copybook. | *What can you see?*  *What’s her name? How old is s he? Where’ s she from ?* | Period 3  Section A  Section B |

Pupil’s Book, CD 1, Unit 1 Poster,

Map Poster, Flashcards (Unit 1) ,Principal's notes----------------------------------------------------------------- Supervisor's notes:--------------------------------------------------------------

U : 1 Date from :-------------To :------------- Class : 4th

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To recall. Greeting words  To recall family words To learn the new words  *man* and *woman*;  To talk about oneself and his family | U1 \ Period 1 TBP 12 Introduction ;Recalling  *girl, boy, clothes, colours,* Presentation Introduce the words *man* and *woman*; Fiona  Language building;  *I / have / a / brother / and / a / sister / / three / brothers / sisters /*  Practice ***:***  Read ***Listen*** *and* ***write***.  Say | What can you see? *Who is it?*  *Where’s Fiona from?*  *Where’s Hala from?* .  *.* | Period 1  Section A  Section **B** |
| To t talk about oneself and his family To recall family words | U1 \ Period 2 TBP 13  Introduction recalling family words,  character names, clothes, colours, etc.  Presentation: describing other people Language building;  *What’s / does / he / she / do / ?*  *He’s / She’s / a / an / doctor / engineer / housewife / teacher /*  Practice:   ***Read*** *and* ***circle***  ***Write*** | *. Where are you*  *fro m ? Where’s Hala from?*  *How old are they?*  *How many brothers does Hala have?* | Period 2  Section A  Section B |
| To recall words related to job  To describe people and what are they doing To describe people and where they are from | :U1 \ Period 3 TBP 14 Introduction : recalling family words,  character names, clothes, colours, etc.  Presentation: describing other people  Language building;  *What’s / does / he / she / do / ?*  *He’s / She’s / a / an / doctor / engineer / housewife / teacher /*  Practice: listen and write  Write. Say and spell.  Write. Say. | *What does she do? Who’s this?*  she doing?  Eliciting the people pictured | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 1 Poster,

Flashcards (Unit 1)

Principal's notes------------------------------------------------------------------------

Supervisor's notes:--------------------------------------------------------------

U : 2 Date from :-------------To :------------- Class : 1st

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn numbers and food vocabulary *nut, olive, melon*  To recognize these phonemic sounds  *n, m, d, o,* to practice counting 1--3;  To link letter  sounds to nouns | U.2\ Period 1 TBP 18 Introduction ; recalling characters  Presentation: Presenting food items To asks about the characters  Phonemic awareness *(n, m, d, o, e)h*  Practice  Listen and match  Listen and say Trace and copy | Eliciting the items pictured where the characters | Period 1  Section A  Section **B** |
| To review number To practice writing numbers 1--3 To notice similarities in  shapes. | U.2 \ Period 2 TBP 20  Introduction : As period 1  Presentation: As period 1 Phonemic awareness *(n, m, d, o, e*  Practice: ***Li***sten and fi nd. Sa***y***  Listen and write.  Match. | Checking that the children are tracing the numbers from top to bottom. | Period 2  Section A  Section B |
| To introduce the concept of plural.  To practice numbers and food voc. To recognize these phonemic sounds  *s, a, t, p,*  To practice writing numbers,  To link letter sounds to nouns | :U.2 \ Period 3 TBP 22 Introduction ; recalling the foods in English  Presentation: introduce and practice *bread*  and *cheese.\plurals*  Phonemic awareness *s, a, t, p, h*  Practice Count and write. Listen and say.  Trace and match. | Checking that the children  are pointing to the cheese.  date—dates  egg—eggs | Period 3  Section A  Section B |

Aids : Pupil’s Book, CD 1, Unit 2 Poster,

Flashcards (Unit 2 –

Principal's notes------------------------------------------------------------------------

Supervisor's notes:-------------------------------------------------------------

from :-------------To :------------- Class : 2nd U : 2

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn new food vocabulary To say what food they like  To recall these phonemic sounds: *k, r, m, f, s, c*  To learn numbers 11---13.  . | U.2 Period 1 TBP 18 Introduction : recalling food items Presentation: presenting new food vocabulary  Phonemic awareness. : *k, r, m, f, s, ch*  Practice: Listen and find.  Listen and say  + listen and say.  Count and write | *What can you see?*?  *Who likes mea t* ? *What do you like, Tala? How many apples?* | Period 1  Section A  Section **B** |
| To review food vocabulary  To say what food people like. To recall these phonemic sounds  *e / E*.  To recall character names | U.2 Period 2 TBP 19 Introduction recalling food items  Presentation: *ice cream* and *chocolate* *What does he like?*  Phonemic awareness.; *e / E*. Practice: Trace and say  Read and match  match | Eliciting the food pictured  *What can you see?*  *How many*  *kunafeh? What do you like* | Period 2  Section A  Section B |
| To review food vocabulary  To say what food people like. To recall these phonemic sounds  *e / E*.  To recall character names | U.2 \ Period 3 TBP 20 Introduction : : recalling food items Presentation: link two items of food using *and*  Phonemic awareness.; *e / E*.*.*  Practice: *Write. and say.*  *Write.*  Sing | *What can you see?*?  *How many*  *kunafeh? What do you like*  *Who likes chicken and rice?*  *What does Sami like ?* | Period 3  Section A  Section B |
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Aids : Pupil’s Book, CD 1, Unit 2 Poster,

Flashcards (Unit 2 –

Principal's notes------------------------------------------------------------------------

Supervisor's notes:-------------------------------------------------------------

U : 2 Date from :-------------To :------------- Class : 3rd

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| **Behavioral Objectives** | Procedures | Evaluation | notes |
| To learn job vocabulary  To say what jobs family members do.  . | U.2 Period 1 TBP 18  Introduction :eliciting the jobs in Arabic  Presentation : presenting job vocabulary  Language building :*What’s / his / her / job / ?*  *He’s / She’s / a / dentist / doctor / .*  Practice: Listen and write.  Say  Read and match | What's his job? *What’s her job* | Period 1  Section A  Section **B** |
| To review job  vocabulary To say what jobs family members do. | U.2 \ Period 2 TBP 20  Introduction :recalling hair colour, Presentation: what jobs family members do  Language building: *He’s / She’s / my / mum / dad / aunt /*  *uncle / brother / sister / grandmother / grandfather / cousin* Practice: Write  Read and do  Write | She's\he's a------.  *What’s his job?*  The children check their work in pairs. | Period 2  Section A  Section B |
| To practice saying what jobs family members do.  To say how many family members you have.  To review number words | U.2 \ Period 3 TBP 22 Introduction :recalling hair colour,  Presentation: How many family members you have  Language building : *I / have / one / two / three / four / five sisters /*  Practice: Listen and write  Say  Read and match  Write in copybook | *How many*  *brothers do you have? How many cousins do you have?* | Period 3  Section A  Section B |

Pupil’s Book, CD 1, Unit 2A Poster,

Principal's notes-----------------------------------------------------------------Supervisor's notes:------------------------------------------------------------

U : 2 Date from :-------------To :------------- Class : 4th

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn rooms vocabulary in a house.  To say where people are.  To say what people are doing.  . | U.2 Period 1 TBP 18  Introduction ;recalling family members, *TV, doll, bed,*  Presentation: presenting rooms vocabulary  Language building :He’s / She’s / in / the / living room /  kitchen / bathroom / bedroom / garden / *.*  Practice: Listen . Write  Read and match  Write. Say. | *What’s the weather today?*  Who's in the kitchen*?* | Period 1  Section A  Section **B** |
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| To learn activities vocabulary  To talk about where people are  and what are they're doing | U.2 Period .2 TBP 20 Introduction; recalling family members, *TV, doll, bed,* Presentation: presenting activities vocabulary  Language building; *He’s / She’s / reading a newspaper /*  *having a shower / watching TV / cooking / sleeping / playing*  Practice: Read . Listen and write  Say | *What can you see? Where’s mum?*  *What’s she doing?* | Period 2    Section A  Section B |
| To review activities vocabulary  To review where people are | U.2 \ Period 3 TBP 2 1  Introduction : As Period .2 Presentation: As Period .2  Language building :: As Period .2  Practice: Read and circle.  Write, sing and do | Where's dad?  What's he doing?  Checking that the children are completing the text  of the song. | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 2A Poster,

Principal's notes-----------------------------------------------------------------Supervisor's notes:----------------------------------------------------------------------------

U : 3 Date from :-------------To :------------- Class : 1st

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn numbers and animals vocabulary .  To recognize these phonemic sounds*(i, g, c, k, r).*  To practice writing numbers1--6 .  To link letter sounds to nouns | U3 Period 1 TBP 24 Introduction; recalling characters  Presentation: Presenting animals vocabulary  Phonemic awareness *(i, g, c, k, r).h*  Practice Listen and find Listen and say Listen and say Trace and copy | what/who the children can see Checking that the children  are pointing to the goat. | Period 1  Section A  Section **B** |
| To review numbers and animals vocabulary To recoall these phonemic sounds*(i n, m, d, o, e:)*.  To practice writing numbers1--6 . | U3 Period 1 TBP 26 Introduction : recalling animals vocabulary  Presentation: introduce *lion, zebra* and *dog.*  Phonemic awareness *( n, m, d, o, e:*  Practice: Listen. Say and do.  Listen and write.  Count and trace.  Sing. | *What can you see?*  Revising numbers 1–6 | Period 2  Section A  Section B |
| To practice animals vocabulary  To recall these phonemic sounds*(i, g, c, k, r)*  To practice writing numbers 1-6  To link letter sounds to nouns | U.3 \ Period 3 **TBP 28** Introduction ; recalling animals vocabulary  Presentation plural forms and numbers *1–6.* Phonemic awareness *i, g, c/k, r*  Practice Listen and circle.  Find and say. Listen.  Trace and complete. Copy. | *What can you see?*  *How many goats?* | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 3 Poster,

Flashcards (Unit 3

Principal's notes-------------------------------------------------------------

Supervisor's notes:-------------------------------------------------------------

U : 3 Date from :-------------To :------------- Class : 2nd

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn garden vocabulary  To learn numbers  *14, 15, 16*:  To recall these phonemic sounds *b, f, t*:  . | U3 Period 1 TBP 24 Introduction ; recalling food items  Presentation: Presenting garden vocabulary  Phonemic awareness*:* Revise the sounds *b, f, t*:  Practice  Listen and find  Listen and say  Listen and say Count and write | *What colour is it?*.  *What is it?* -----  *How many bees?* | Period 1  Section A  Section **B** |
| To practice garden voc.  To practice numbers . vocabulary  To *recognize the pattern A bird has two legs*  To *recognize* these phonemic sounds  *D, G, Q d g q* | U3 Period 2 TBP 26 Introduction ; recalling garden vocabulary  Presentation:  *A bird has two legs* Phonemic awareness *D, G, Q d g q*  Practice Listen and count Listen and say  Write | *What can you see?*-  *How many trees?* - *It has two legs. What is it?* | Period 2  Section A  Section B |
| To practice garden voc  To do simple sums  To *recognize* these phonemic sounds *b, f, t, s, th*: | U.3 \ Period 3 **TBP 28** Introduction ; recalling t the garden features, in both t he singular and plural  Presentation: do simple sum  Phonemic awareness  **sounds** *b, f ,t*  Practice:  ***Count*** *and* ***write***  ***Trace*** *and* ***write***.  play . | How many flowers? Checking that the children are counting  and writing the numbers correctly. | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 3 Poster,

Flashcards (Unit 3

Principal's notes-------------------------------------------------------------

Supervisor's notes:-------------------------------------------------------------

U : 3 Date from :-------------To :------------ Class : 3rd

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn words related to food vocabulary  Talk about food; express food likes and dislikes. | U3 \ Period 1 TBP 24 Introduction :recalling foods vocabulary  Presentation :presenting new food vocabulary  Language building *tomatoes / and / onions /*  *carrots / potatoes / , / please / . onions /*  Practice: listen and write.  Read and match  Find and draw 6 / J . Say | I'd like ---  *What do you*  *like* | Period 1  Section A  Section **B** |
| To review food vocabulary To review numbers 1—20  Talk about food; express food likes and dislikes. | U3 \ Period 2 TBP 28 Introduction : recalling the food in English.  Presentation *I like I don’t like /*  Language building:  *I / like / don’t / chips / biscuits /*  *P*ractice  Count and write.  Write.  Say | *This is a tomato. Which picture?*  *How many?*  children check their work in pairs | Period 2  Section A  Section B |
| To review food vocabulary To ask for food at the market .  To talk about how much things cost. | U.3 Period 3 TBP 28 Introduction ; :recalling fruit and vegetables  Presentation: ask for food at the market .  Language building  *That’s / dinars / please /*  Practice  ***Choose*** *and* ***write***. Say Count and write. Say  Write in copybook | Eliciting the items pictured. *What food don’ do you like?*  *How much ?* | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 3 Poster,

Flashcards (Unit 3

Principal's notes-------------------------------------------------------------

Supervisor's notes:--------------------------------------------------------------------

U : 3 Date from :-------------To :------------- Class : 4th

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To recall preposition of places  To lean the words related to house items  To talk about where things are | U.3 Period 1 TBP 24 Introduction ;recalling preposition of *, places*  Presentation: presenting new vocabulary house items Language building : *It’s / on / in / next to / the / cupboard /*  *shelf / bin / drawer / lamp / ..*  Practice: listen and circle Read listen write  Read and write.  Look. Read and write | *What day is it?*  *What can you ? Where’s*  *the yellow t-shirt?.*  *Where’s Hamzah’s bag?* | Period 1  Section A  Section **B** |
| To review words related to house items To talk about where things are using more prepositions | U.3 \ Period 3 TBP 26 Introduction; ;recalling preposition of *, places*  Presentation: talking about where things  Language building; *behind / in front of /under*  Practice :Listen and write Read. Listen and write ✔/✘.  Read. Write and circle | Where's my t-shirt ?  *What can you see?* | Period 2  Section A  Section B |
| To talk about people's possessions To practice asking and answering questions about people's possessions | U.3 \ Period 3 TBP 28 Introduction; recalling *in/on/next to/under/in front*  Presentation: talking about people's possessions  Language building;:  *Is this your book / pen / bag / ?*  *Yes / it is. / No / it isn’t./*.  Circle Listen and check  Write  Write | Is this your pencil ?  Is this your bag ? | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Poster 3,

Flashcards (Unit 3 – house items)

Principal's notes------------------------------------------------------------------------ Supervisor's notes:-----------------------------------------------------------------------------

U : 4 Date from :-------------To :------------- Class : 1st

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn body parts vocabulary . To recognize these phonemic sounds ***(f, l)***  To recognize these numbers 6---10  To link letter sounds to noun | U4 Period 1 TBP 30 Introduction ; Eliciting body parts in Arabic.  Presentation: Presenting body parts vocabulary  Phonemic awareness***: ((f, l)***  Practice : Listen and touch Listen and say  Trace and copy. | *What can you see* ?Touch your head | Period 1  Section A  Section **B** |
| To practice numbers and body vocabulary To review these sounds f\l  To practice writing numbers  To link letter sounds to noun | U.4 \ Period 2 TBP 32 Introduction ; Recalling body parts  Phonemic awareness (f, l)  Practice Colour find and say Listen touch and say Listen and write Sing | What can you see Say the numbers 1–10  Touch your nose | Period 2  Section A  Section B |
| To practice numbers and body vocabulary To review these sounds f\l  To practice writing numbers  To link letter sounds to noun | U.4 \ Period 3 **TBP** 34 Introduction ; *Recalling body parts*  Phonemic awareness***(f, l)***  Practice  Listen and say  Listen and complete  Count and circle | *What can you see Say* the numbers 1–10  *Touch your legs.*  *Touch your mouth.* | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 4 Poster,

Flashcards (Unit 4 Principal's notes--------------------------------------------------------------

Supervisor's notes:-------------------------------------------------------------

U : 4 Date from :-------------To :------------- Class : 2nd

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn body parts vocabulary  To review these sounds a, e, i, o, u:  To practice numbers.10--20 | U4 Period 1 TBP 30 Introduction : recalling some facial expressions  Presentation: presenting new body parts vocabulary  Phonemic awareness: a, e, i, o, u:  Practice: Listen and touch  Listen and say  Listen and say/  count and write. | What can you see?  Touch your  shoulder  an ear | Period 1  Section A  Section B |
| To practice body parts vocabulary  To follow instruction To recognize these phonemic sounds I a, e, i, o, u:/ | U4 Period 2 TBP 32 Introduction ; Elicit the body parts.  Presentation: Presenting instructions  Phonemic awareness; a, e, i, o, u:I  Practice Listen and do Listen and say  Match  say | Checking that the children are tracing the  numbers correctly.  Eliciting the items pictured. r  1 2 3 --- 20 | Period 2  Section A  Section B |
| To practice body parts vocabulary  To follow instruction To recognize these phonemic sounds I a, e, i, o, u:/  To practice writing these letters- i/I, l/L, t/T) | U4 Period 3 TBP 32 Introduction ; Elicit the body parts.  Presentation: Presenting instructions  Phonemic awareness; a, e, i, o, u:I  Practice  Read and write say  Trace and write  Sing | Close your eyes.  Open your mouth  The name is -------t-he sound is ------- | Period 3  Section A  Section B |
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Aids Pupil’s Book, CD 1, Unit 4 Poster,

Flashcards (Unit 4

Principal's notes----------------------------------------------------------------

Supervisor's notes:-------------------------------------------------------------

U : 4 Date from :-------------To :------------- Class : 3rd

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn the words related to animal vocabulary  To describe animals (number of leg and size)  . | U4 \ Period 1 TBP 30 Introduction :recalling animals, colours).  Presentation :presenting new animal vocabulary  Language building: *I / can / see / a / an / elephant / fox /giraffe / tiger / snake / monkey / .*  Practice:  listen and write.  Say | *What can you see?*.  children read the text aloud *How many legs does a snake*  *have ?* | Period 1  Section A  Section **B** |
| To review animal vocabulary  To learn the new coloures vocabulary  To describe animals ( colors | U.4\ Period2 TBP 32 Introduction : :recalling animals, colours).  Presentation presenting new colour vocabulary */*  Language building:  *What / colour / is / the / ?*  *p*ractice: Read and write.  Read and colour  Read and say write/ | What color is the--------? *What can you see?*  The monkey is  *What colour is the snake?* | Period 2  Section A  Section B |
| To review color words To review animal vocabulary To describe animal speed | U.4 \ Period 3 TBP 34  Introduction ; :recalling animals  Presentation: Presenting animal speed .  Language building *It’s / very / slow / fast / .*  *It’s / grey / brown / orange / black / white / red / green / blue / /*  Practice: listen and circle  say sing and do  Write in your copy book | *What can you see?*  Eliciting the words below the pictures. . | Period 3  Section A  Section B |
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Pupil’s Book, CD 1, Unit 4 Poster,

Flashcards (Unit 4 – animals) Flashcards (Unit 4 – colours, Numbers 6– P

Supervisor's notes:----------------------------------------------------------------------------

Principal's notes---------------------------------------------------------------------------------

U : 4 Date from :-------------To :------------- Class : 4th

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| **Behavioral Objectives** | Procedures | Evaluation | Notes |
| To learn the words related to food and drink  To talk about food and drink using containers .  . | U.4 \ Period 1 TBP 30 Introduction ;recalling time  Presentation: presenting new food and drink vocabulary  Language building : *a carton of / a packet of / a can of / a bag*  *of / a bottle of / a kilo of*  *milk / biscuits / olives / rice / lemonade / potatoes*  Practice: Read listen and write Read and match.  Match and write. | *What’s the time?*?  *What can you see ? What do we need? How many kilos of potatoes??* | Period 1  Section A  Section **B** |
| To practice buying food / drinks in a shop To talk about the cost of food items . | U.4\ Period 2 TBP 32 Introduction; ;recalling the food and drink with containers.  Presentation: buy food / drinks in  a shop  Language building; *What / would / you / like / ? I’d / like / . r*  Practice:. Listen and say. Read and write. Chant. | What would you like ?  *Do you like*  *sweets?* Electing the items pictured, | Period **2**  Section A  Section B |
| To learn numbers in tens  To talk about the cost of items . | U.4 \ Period 3 TBP 34 Introduction; recalling the food  and drink with containers.*.*  Presentation: presenting numbers in tens  Language building;:  *ten, twenty, thirty, forty, fifty, sixty,*  *seventy, eighty, ninety, a hundred*  Practice: Listen and match Listen and write.  Think and write.  Write in your copybook. | *What’s the time ? ?*How much is it ?  *How much are the green boots?*. | Period 3  Section A  Section B |

Aids Pupil’s Book, CD 1, Unit 4 Poster,

Flashcards (Unit 4

Principal's notes----------------------------------------------------------------

Supervisor's notes:-------------------------------------------------------------